2004 Building Bridges Conference
ENERGIZING SCHOOLS BY DESIGN
Concurrent Session Presentation Proposal Template
(Please Print or Type)

Part I: Contact Information

(All correspondence will be sent to this person.)

Facilitator* Name: _____   Title:_____

School District/Organization: _____

School District/Organization Address: _____
Daytime   City/State/Zip
 Phone: _____   Fax_____

E-mail Address: _____

Co-Facilitator* Name: _____   Title:_____

School District/Organization: _____

School District/Organization Address: _____
Daytime   City/State/Zip
 Phone: _____   Fax_____

E-mail Address: _____

*Facilitator was previously known as a presenter.

> **All facilitators must register:** however, the primary facilitator will receive a 50% reduction on the registration fee.
> All other facilitators for the session are expected to pay full registration.

Part II: Concurrent Session Proposal Information
Concurrent sessions are 50 minutes. Participants are expected to facilitate a well-planned, interactive, and meaningful experience for participants that relate to at least one area of focus (listed below.) Handouts will be required and must be submitted in electronic format. Handouts also may be subject for review.

On which area will the concurrent session focus? (Check one.)
_____**Inquiry Learning** (problem-based and contextual learning that is rigorous and relevant)
_____**Technical Literacy** (preparing students for further study and career advancement through reading and writing)
_____**Interdisciplinary Teams** (working together across disciplines to increase the rigor and relevance of student work)
_____**Career Paths/Career Clusters (**used in helping students find a focus for learning)

What audience and grade level will the concurrent session benefit? (Check all selections that apply.)

_____	Teachers	_____	3-5
_____	Counselors	_____	6-8
_____	Administration	_____	9-12
_____	Coordinators	_____	Post-secondary

What type of concurrent session will be presented? (Check one.)

_____ **Hands-on:** Participants will be actively engaged with computers or other equipment/relevant manipulative (e.g., PDAs, digital cameras, digital video cameras) at least 75% of the time.

_____ **Seminar – Demo:** Workshop content may be presented in demonstrative, panel discussion, lecture format; however, participants must still be actively engaged in some form of individual or small group, nonequipment–based activity.

What equipment is needed to conduct the session? (Only these selections are available.)

_____ Overhead projector and Screen

_____ TV/VCR

_____ High-speed Internet connection (at the facilitator's expense)

NOTE: Access to electricity and a speaker's podium will be provided for each session. A microphone will also be provided if the room holds more than 60 people.

What is the session title? (Limit to 10 words.)

_____

What is the session description? (Limit to 50 words.)

_____
_____
_____

What Show-Me Standards will be addressed? (Limit to 3.)

_____
_____
_____

What grade level expectations, if relevant, will be addressed? (Limit to 3.)

_____
_____
_____

What professional development strands will the session address? *Any or all of the strands (1- Curriculum, 2 – Instructional Practices, 3 – Assessment, 4 – Leadership) may be addressed in the concurrent session. See the attached Strand Matrix and Guidelines for Facilitators for assistance in identifying the strands, numbers, and classification of sub topics the session will cover.*

Major Subtopics

Strand Number/letters   Strand classification

_____   _____
_____   _____
_____   _____
_____   _____

Minor Subtopics

Strand Number/letters   Strand classification

_____   _____
_____   _____
_____   _____
_____   _____

Due Date: July 1, 2004 Submit to: 2004 Building Bridges Conference Committee, MCCE, TRG 302, Warrensburg, MO 64093, or FAX to: 660-543-8995, or Email to: pd2@mcce.org   Questions? Contact: harrison@cmsu1.cmsu.edu

Professional Development Event (PDE) Strand Matrix
Strands to be Addressed in the Concurrent Session Focus Area

Facilitators: the topics below are provided to help Facilitators (previously known as Presenters) determine how their session can help PDE practitioners accomplish their goals in their PD plan. **Practitioners**: PDE Practitioners (previously known as Attendees) should review their district, building, and/or personal PD plan(s) and select major and minor sub-topics that will help accomplish the goals of their plan(s).

Strand 1 Curriculum	Strand 2 Instructional Practices	Strand 3 Assessment	Strand 4 Leadership
1.1. Demonstrating Knowledge of Content and Pedagogy A. Knowledge of content B. Knowledge of prerequisite relationships C. Knowledge of content-related pedagogy *1.2. Selecting Instructional Goals* A. Value B. Clarity C. Suitability for diverse students D. Balance *1.3. Designing Coherent Instruction* A. Learning activities B. Instructional materials and resources C. Instructional groups D. Lesson and unit structure	*2.1. Demonstrating Knowledge of Students* A. Knowledge of characteristics of age group B. Knowledge of students' varied approaches to learning C. Knowledge of students' skills and knowledge D. Knowledge of students' interests and cultural heritage *2.2. Demonstrating Knowledge of Resources* A. Resources for teaching B. Resources for students *2.3. Establishing a Culture for Learning* A. Importance of the content B. Student pride in work C. Expectations for learning and achievement D. Teacher interaction with students E. Student interaction *2.4. Managing Student Behavior* A. Expectations B. Monitoring of student behavior C. Response to student misbehavior D. Accessibility to learning and use of physical resources *2.5. Engaging Students in Learning* A. Representation of content B. Activities and assignments C. Grouping of students D. Instructional materials and resources E. Structure and pacing	*3.1. Assessing Student Learning* A. Congruence with instructional goals B. Criteria and standards C. Use for planning *3.2. Maintaining Accurate Records* A. Student completion of assignments B. Student progress in learning C. Non-instructional records *3.3. Providing Feedback to Students* A. Quality: accurate, substantive, constructive, and specific B. Timeliness *3.4. Demonstrating Flexibility and Responsiveness* A. Lesson adjustment B. Response to students C. Persistence	*4.1. Reflecting on Teaching* A. Reflection on practice B. Accuracy C. Use in future teaching D. Self-assessment *4.2. Communicating with Families* A. Information about the instructional program B. Information about individual students C. Engagement of families in the instructional program *4.3. Contributing to the School and District* A. Relationships with colleagues B. Service to the school C. Participation in school and district projects D. Collaboration *4.4. Growing and Developing Professionally* A. Enhancement of content knowledge and pedagogical skill B. Service to the profession C. Self-directed inquiry *4.5. Showing Professionalism* A. Service to students B. Advocacy C. Decision making

Numbering and classification of subtopics has been changed from the original source documents. All information for sub-topics above has been excerpted from:

Danielson, C., (1996) *Enhancing Professional Practice: A Framework for Teaching*, accessed 10/06/2003, from http://www.ascd.org/readingroom/books/danielson96book.htm.

Danielson, C., *Teacher Evaluation to Enhance Professional Practice*, accessed 10/07/2003, from http://www.chss.iup.edu/jrmcdono/ED455-methods/teacher_evaluation_to_enhance_pr.htm. Use the Guidelines for Professional Development Event (PDE) Facilitators and the Professional Development Event (PDE) Matrix to help you determine the major and minor sub-topics you will include in your presentation.

Guidelines for Professional Development Event (PDE) Facilitators

Overview: This worksheet is to help Facilitators (previously known as presenters) determine the strands and major and minor sub-topics your presentation will address. For practitioners to accurately follow their district, building, and/or personal Professional Development (PD) plan(s), the summary of your presentation should reflect the major and minor sub-topics to be covered.

Process: On the *Professional Development Event Matrix* there are four strands for PD. For your presentation, identify the sub-topics that will be addressed. For some presentations you may identify only a few sub-topics and for other presentations there may be as many as a dozen or more. After identifying the sub-topics, rank them from most important to least important. Based on your intimate knowledge of the subject, identify the major sub-topics (major topics address both the theoretical underpinnings of the methodology, school/district implications and the classroom methods of pedagogy). One way to gauge the importance of a sub-topic is to ask the question, "Would my presentation be altered or weakened without this sub-topic?"

Example: You are presenting qualitative data concerning your third-grade students collected as they authored a multimedia storybook. The project was designed to support literacy, collaboration within student groups, and the use of technology in the classroom. While reviewing the "Professional Development Event Matrix" you decide the following sub-topics are all relevant to the presentation.

      1.2.C.   1.3.A.   2.1.B.   2.2.B.   2.3.D.   2.3.E.   2.5.C.   3.1.A.   3.1.C.   3.2.B.
      3.2.C.   3.3.A.   3.4.A.   3.4.B.   4.1.D   4.2.C.   2.3.B.   3.1.B.   3.3.B.

      While ranking the selections, your reflection focuses on the two main goals of the project 1) to engage students with technology (technology standards) and 2) to write and edit in a collaborative fashion (communication arts standards). With this in mind, you determine the most important major sub-topics are: 3.1.A.   3.1.B.   1.2.C.   3.2.C.

      Upon review of the remaining sub-topics, you determine the parental involvement was important as it created a learning group among the parents as they helped complete the final multimedia CD. You determine this was a minor role overall, but significant in engaging families. You select 4.2.C. as a minor sub-topic.

Process: After determining the major and minor sub-topics, complete the "Sub-Topics to be Addressed" portion of the registration form. Enter the major and minor sub-topics you selected from the PDE Matrix.

<div align="center">SAMPLE: Major and Minor Sub-Topics to be Addressed in the Presentation</div>

Major Sub-Topic(s) (rank most to least important):
<u>3.1.A.</u>   3.1. Assessing Student Learning A. Congruence with instructional goals
<u>3.1.B.</u>   3.1. Assessing Student Learning B. Criteria and standards
<u>1.2.C.</u>   1.2. Selecting Instructional Goals C. Suitability for diverse students
<u>3.2.C.</u>   3.2. Maintaining Accurate Records C. Non-instructional records

Minor Sub-Topic(s) (rank most to least important):
<u>4.2.C.</u>   4.2. Communicating with Families C. Engagement of families in the instructional program

NOTE: The Practitioners can now read the description of the PD presentation to determine if it is relevant to their teaching practice. After determining the presentation may support their practice, they can then decide if the major and/or minor sub-topics meet their district, building, and/or personal PD goal(s).